(*April to July, 1924.*
September to December, 1924, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(*Address:* The Director, Parents' Union School, Ambleside.)

Motto: "*I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and good literature."—(Dean Colet).

FORM III.

Pupils' Names..

....

Bible Lessons.

    In all cases the Bible text (as given in book used) must be read and narrated first.

    *Old Testament History,** by T. M. Hardwick and the Rev. H. Costley-White (Murray, 3/6), Vol. I., pp. 1-100; Bible passages, as given, from *Genesis* i.-xxxv. (inclusive). *The Saviour of the World,** Vol. I. (P.N.E.U. Office, 3/-), pp. 107-159. Bible passages from index or from *The Gospel History*, arranged by the Rev. C. C. James (Cambridge Press, 3/6). *The Acts of the Apostles,** by E. M. Knox (Macmillan, 4/6), pp. 54-112.

Optional : (*a*) S.P.C.K. *Bible Atlas** (1/-). (*b*) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 7-39. (*c*) *Helps to the Study of the Bible* (Oxford Press, 4/-). (*d*) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 1-14, with lessons on Whitsuntide and Trinity.

For Sunday Reading (optional):

    (*a*) *An English Church History for Children,** Vol. II., by M. Shipley (Methuen, 4/6), pp. 283-339. (*b*) *How we got our Bible*, by Dr. J. Paterson Smyth (Sampson Low, 3/6), chapters v.-viii., inclusive. (*c*) Bunyan's *Holy War* (R.T.S., 2/6). (*d*) *Henry Martyn*, by C. E. Padwick (S.C.M., 5/-).

Sunday Occupations :
  A Book of Centuries (see notes by Miss Bernau, P.N.E.U.
  Office, 4d.). Choose and inscribe texts and mottoes (in
  beautiful lettering, see "Bridges"), on good paper or
  vellum.
  For private daily Bible reading, children may use *Daily
  Readings from the Old Testament,* by H. Franklin and
  L. Montagu (Williams & Norgate, 2/6), *or, Lectiones*
  (Spottiswoode, 1½d. each, 1924). *A Boy's Book of
  Prayer,* by A. Devine (Methuen, 2/-), (out of print).
  The Winchester Hymn Supplement (Warren, Tunes
  1/9, Words 4d.).

Writing.
  A New Handwriting for Teachers, by M. M. Bridges
  (P.N.E.U Office, 5d. a card); work from card 6.
  Choose and transcribe passages from *The Merchant of
  Venice,* and the other books set.

Dictation (*A New Handwriting* to be used).
  Two or three pages or a passage to be prepared first from
  a newspaper, *or,* from the prose and poetry set for
  reading ; words not known to be visualised (see *Home
  Education,* pp. 240-243) ; a paragraph to be then
  dictated.

Composition. (Oral or written narration each day.)
  (See Meiklejohn, pp. 176-188 ; 194-205.)
  Write on (*a*) some subject in " Literature," (*b*) on the news
  of the week, (*c*) on some historical or allegorical subject
  taken from the Programme, etc. Narrative poems *that
  must scan* on heroic events in the histories of the
  Dominions, using the metre of poems set in term's work.
  Doggerel must not be written. Take the P.U.S. Maga-
  zine (3/3 a year, c/o Miss N. Pott, P.N.E.U. Office), and
  send a contribution in verse or prose.

English Grammar.
  Parse and analyse from a book of poetry and of prose,
  making progress each term. Meiklejohn's *A New
  Grammar of the English Tongue** (4/-), pp. 45-63 (h.)

Literature (including holiday and evening reading).
  The History of English Literature for Boys and Girls,*
  by H. E. Marshall (Jack, 10/6), pp. 407-447. Shake-
  speare's *The Merchant of Venice** (Blackie, Plain text,
  6d.). Scott's *Old Mortality** (Collins, 2/-). Palgrave's
  Golden Treasury* (Dent, 2/-) ; contemporary poets
  (1649-1714).

English History.
  Arnold Forster's *A History of England** (Cassell, 8/6),
  pages 494-606 (1649-1714). Finish a chart of the 17th
  Century (see reprint from *P.R.,* July, 1910, 3d.). Read
  the daily news and keep a calendar of events.
  Take *The Home and Class Room* section of *The Times*
  (*Times* Office direct, 6/- a year).

General History.
  The Story of Mankind, by H. Van Loon (Harrap, 12/6),
  pp. 219-278 and 278-295 (revision only), *or, A First
  History of France,** by L. Creighton (Longmans, 5/-),
  pp. 201-217.
  The British Museum for Children,* by Frances Epps
  (P.N.E.U. Office, 3/6), chapter 5. Teacher study
  preface. Keep a Book of Centuries* (P.N.E.U. Office,
  2/3), putting in illustrations from all the history studied.
  Stories from Indian History,* by E. R. Sykes, Vol. I.
  (C.L.S.I., 2/-), pp. 115-149.

Citizenship.
  Ourselves,* Book I. (Kegan Paul, 4/6), pp. 118-139.
  North's Plutarch's *Lives : T. Q. Flamininus,* (teacher to
  read suitable parts with careful omissions), (Dent, Vol.
  IV., 2/-) ; *or, Our Empire Story,* by H. E. Marshall
  (Jack, 10/6) : *Canada,* pp. 1-119. Smith's *Smaller
  Classical Dictionary* (Dent, 2/6). *The Golden Fleece,**
  by L. S. Wood (Oxford Press, 3/6), pp. 157-184.

Geography.
  The Ambleside Geography Books, Book IV.* (P.N.E.U.
  Office, 4/-) : with new Appendix* (P.N.E.U. Office, 9d.) ;
  take instead, *Industrial and Social Life,* by J. St. Loe
  Strachey (Macmillan, 2/6), pp. 119-177. Map questions
  to be answered from map and names put into blank
  map (from memory) before each lesson. *Fighting for
  Sea Power in the Days of Sail,** by H. W. Household
  (Macmillan, 2/-), pp. 146-193. Geikie's *Physical Geo-
  graphy** (Macmillan, 1/9), §§ 224-270.
  Know something about foreign places coming into notice
  in the current newspapers. Ten minutes' exercise on the
  map of the British Empire (see maps on pages 8 and 11)
  every week : Philip's *Modern School Atlas of (a)
  Comparative Geography* (5/-), *(b) Commercial Geo-
  graphy* (3/6), or together, (7/6), may be used. See also
  tests under " P.U.S. Scouting " (P.N.E.U. Office, 6d.),
  or " Guiding."
  Teacher may find useful *Out-door Geography,* by H.
  Hatch (Blackie, 3/-).

Natural History and Botany.
  The Study of Plant Life,* by H. C. Stopes (Blackie, 6/-),
  pp. 165-196. *Winners in Life's Race,** by Mrs. Fisher
  (Macmillan, 6/-), pp. 89-129.
  Keep a Nature Note-Book (P.N.E.U. Office, interleaved
  2/3), with flower, bird and insect lists, and make daily
  notes. For out-of-door work choose some special April
  to July study. Learn the songs of six birds. *A
  Nature Study Guide,* by W. S. Furneaux (Longmans,
  6/-), may be used for seasonal studies. See also
  " Guiding " tests.

General Science.
  Architecture,* by G. Wynne (Jack, 3/6), pp. 1-24. *The
  Fairyland of Science,** by Mrs. Fisher (Macmillan, 6/-),
  pp. 150-194.

Picture Talk.

Study, describe (and draw from memory details of) six reproductions* of pictures by Pintoricchio (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, April, 1924.

Arithmetic.

Pendlebury's *New Shilling Arithmetic*,* (Bell, 2/3), pp. 85-99 (or continue). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teachers may find useful: *Unconventional Arithmetical Examples*, by R. S. Williams (Cambridge Press, 3/-).

Geometry.

A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 86-93, 96, 97, 99-101, 104-107. Revise Theorems 1-12, doing more exercises. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra.

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 49-53.

German.

Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 10-12 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested,

or, preferably, **Italian.**

Perini's *Italian Conversation Grammar*,* (Hachette, 6/6), work Exercises 5-12, taking only necessary grammar. For narration: five stories from *Cento Racconti per Fanciulli*,* (P.N.E.U. Office, 1/8).

Latin.

Gradatim,* (Longmans, 2/-), pp. 42-54; make tables of accidence; each lesson to be followed by narration: *or*, Dr. Smith's *First Latin Course*,* (Murray, 4/-), pp. 1-13, with exercises.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 7-9 inclusive. Teacher study preface, with grammar and exercises. Read and narrate *Le Foyer Breton*,* (Blackie, 6d.); parse two pages. Read several poems and learn one from *A Book of French Verse*,* Marc Ceppi (Bell, 2/-).

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Illustrations of scenes from Literature, teachers may use for method (not for copying) *The Art of Drawing*, Album 2 (Philip & Tacey, 1/3). Tree studies: Memory drawings. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio, see April *P.R.*

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons, or Psalm 87 and I. Chronicles xxix., 10-20 inclusive. Two poems from the Book of Verse set, or from Kipling's *The Five Nations*, Vol. 1 (Methuen, 3/-). *The Empire's Honour*, a pageant, by the Hon. Mrs. Lyttelton Gell (P.N.E.U. Office, words 2d., music 1/-), may be learned.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable*,* (Dent, 2/-), pp. 68-97. Bunyan's *Holy War*,* (R.T.S., 2/6). Defoe's *Robinson Crusoe* (Dent, 2/-). *Our Empire Story*.

Musical Appreciation.

See Programme of Music: Handel, *Parents' Review*, April, 1924: *Our Work*. *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-).

Music.

Choose and learn a suitable composition from the Programme of Music.

Singing. (See Programme of Music.)

Three French songs, *French Songs with Music* (Blackie, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 47-50 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-students, *House of Education Drills*. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

Work.

Do some definite house or garden work. Claymodelling: *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6): make (a) a design for an Empire medal, (b) six other models. Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds.) *Simple Garments for Children*, by E. Synge (Longmans, 7/6), or, *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and design and make a garment.

mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/6). See also tests under "Guiding." Help in a pageant for the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. *One copy of the other books is sufficient.*

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. *may work together* in all history and literature subjects.

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (cotton 1/-, silk 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

N.B. 8.—All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

N.B.—A P.U.S. Children's Gathering will be held at Wembley at the British Empire Exhibition on June 13th and 14th. For reading, songs, recitations, hymns in this connection see the April *Parents' Review* under "Our Work."

Examination 99.   M₃

Parents' National Educational Union.

The Parents' Union School.

(Address : The Director, Parents' Union School, Ambleside.*)*

Motto : *" I am, I can, I ought, I will."*

FORM III.

Pupils' Names ....

....

Bible Lessons.

I. 1. What covenant with Noah did God make after the Flood ? What lessons may we learn from the story of the Flood ?

2. To what occasions do the following refer? Describe two of them. *(a)*, " Let there be no strife, I pray thee." *(b)*, " Melchisedek brought forth bread and wine." *(c)*, " Thou, God, seest me." *(d)*, " Wherefore did Sarah laugh ? "

II. 1. Describe the gathering of the Council and the Senate. What was Peter's reply to the High Priest and the counsel of Gamaliel ?

2. Give an account of the character and work of St. Stephen.

3. Tell the story of the Marriage in Cana. What lessons may we learn ?

Writing.

Write ten lines of poetry, from memory.

Dictation.

The Merchant of Venice, Act II., Scene VII., " The first . . . . the right."

Composition.

1. Write a letter about one of the following,—*(a)*, The Children's Day at Wembley, *(b)*, the Canadian exhibit, *(c)*, the books you have enjoyed this term. Post it to one of the writers in the June *P.R.*

2. Write some verses, which must scan, upon one of the following.—*(a)*, " Robinson Crusoe," *(b)*, " Mercy," *(c)*, a fossil, *(d)*, the siege of Mansoul, *(e)*, Pomona, *(f)*, Cartier.

English Grammar.

1. Analyse, parsing the words in italics,—

    "*Then came* the cowslip,
      Like a dancer *in* the fair,
    She spread *her* little *mat* of green,
      And on *it* danced *she*,
    With a fillet *bound about* her brow,

    . . . . . .

    And rubies in her hair."

2. Make sentences using *(a)*, as adverbs, *(b)*, as prepositions, the words,—*next, off, round, after, besides.*
3. Name the auxiliary verbs. Give examples, in sentences, of six of them.

Literature.

1. Give some account of John Bunyan and his work.
2. What do you know of the first newspapers?
3. Describe a scene *(a)*, at Belmont (*The Merchant of Venice*), or, *(b)*, in which Claverhouse, or, "Cuddie Headrigg" appears (*Old Mortality*).

English History.

1. Give some account of the last days of the Long Parliament.
2. "The King had got his own again." What do you know of the Restoration? What chief events are connected with the reign of this king?
3. What great changes in the government of England took place during the Stuart period?

General History.

1. Describe the great discoveries made by Magellan and Vasco da Gama,
or,   What do you know of two of the following,—*(a)*, The Peace of the Pyrenees, *(b)*, Louvois, *(c)*, the Revocation of the Edict of Nantes?
2. Mention some stories we may learn about three of the following, — Paris, Athene, Hector, Odysseus, Penelope—from the vases in the British Museum.
3. Give some account of Tamerlane.

Citizenship.

1. Mention some forms of loyalty that are due from us all. Give examples from your term's reading.
2. Describe the campaign of Titus in Epirus, showing how he made the Greeks willing to submit to him,
or, 2. Write an account of Champlain and the founding of Quebec.
3. In what ways must "God's Englishmen" (as Milton called them) help each other all over the world? Give a list of the countries to which they belong.

Geography.

1. Give a map of Canada, putting in boundaries, physical features and chief towns.
2. Describe sheep-farming in Australia. What is the origin of "to spoil the ship for a ha'porth of tar"?
3. Give some account of the adventures of Lord Cochrane.
4. What do we know about the bottom of the sea?

Natural History and Botany.

1. Describe the plants you have found *(a)*, along the shore, or, *(b)*, round and in a pond.
2. What bird songs or notes have you learned this term? Can you describe three of them? Write notes on three of the birds.
3. Explain, with a diagram, the structure of a lizard. What do you know of the habits of the geckos and chameleons?

General Science.

1. Describe, with drawings, the Doric, Ionic and Corinthian columns. What is the entablature?
2. Give the history contained in a piece of coal.

Picture Talk.

Describe Pintoricchio's "Visitation."

Arithmetic.

1. Divide 3·375 of £10 between two persons, giving one £1·6 more than the other.
2. A rectangular log of mahogany is 2ft. broad, 1ft. 8in. thick, and contains 4 cubic yards; what is its length?
3. Find the value of 38 tons, 17 cwts., 2qrs., 16lbs. at £40 13s. 2d. per ton.

Geometry.

1. Problem : To find the locus of a point P which moves so that its perpendicular distances from two given straight lines AB, CD, are equal to one another.
2. Draw a triangle from the following data :

    $BC = 6.5$ cm., $\hat{B} = 52°$, $\hat{C} = 76°$. Calculate from measurements the approximate area.
3. Parallelograms on the same base and between the same parallels are equal in area.

Algebra.

1. Simplify $5x - [3y - \{4x - (5y - \overline{6x - 7y})\}]$. Find the value of the expression when $x = 219$, $y = 69$.
2. A farmer has to pack $(36c^2 - 2d^2 - 6cd)$ eggs equally into $(-6c + 2d)$ boxes; how many does he put in each?

3. Simplify the following expression by removing brackets, and then bracket together the coefficients of like powers of x:

$$ax^3 - x\{b(x^2+x) + c(x-1) + a\} + x(x^2 - 3x - 1).$$

Latin.

1. Tell, in Latin, a story which you have read this term in *Gradatim*.
2. Translate Ex. 78 (p. 53), "Forte . . . occurrit." Say what you can about each verb.
3. Express in Latin, *at Rome, in the country, from the town, from Spain, to Gaul,*

or, 1. (*a*), Translate into English, and (*b*), parse each word of sentences 8-10, p. 10, Ex. vi., c. (Smith).
2. Translate (*a*), into Latin Ex. vii. (p. 12), sentences 1-10. and (*b*), into English Ex. viii. (p. 13), sentences 1-5, giving the Genitive singular and Accusative plural of each noun.

German.

1. Tell a short story in German, *or*, describe, in German, "*Die Klasse*" (picture p. 43).
2. Make sentences using the first person plural and the third person singular of the verbs: *sich setzen, sich befinden, sich schämen.*
3. Translate into German p. 176, V.

Italian.

1. Translate into English a story from *Cento Racconti*, and re-write in Italian.
2. Ask six questions in Italian, using *dove, c' è, ci sono;* give answers.

French.

1. Describe, in French, Houarn's adventures in the Ile du Lok.
2. Translate into French, § IV., p. 133 (Siepmann), *The firemen* to the end.
3. Use in sentences the first person plural of the Present Perfect and Past Definite tenses of the verbs,— *s' en aller, savoir, vouloir, se dire, voir.*

Drawing.

1. A tree study.
2. A Canadian scene, *or*, an illustration for *Robinson Crusoe.*

Musical Appreciation.

Write three lines on any five of the following,—Canons; Lesson; "Water Music"; "Serse"; "The Messiah"; "The Harmonious Blacksmith"; Doubles.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English. a French and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of work completed to appear on *Parents' Report.*

Summer Examination.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. This examination is optional. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the **Parents' or Teachers' Report Form** (*a*), how the child has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.